



June 2008

DEPARTMENT OF EDUCATION
2007–2008 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State standards known as *Learning Results*, adopted by the Maine Legislature in 1997. These *Learning Results* established goals for what all students should know and be able to do at certain times in their school careers and are the basis for Grade Level/Span Expectations, which describe the assessment standards for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind Act*.

The 2007-2008 MEA summary reports contain the results of student achievement in reading and mathematics at all grades, science and technology at grades 4 and 8, and writing at grade 5 based on achievement standards set in 2006 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. The grade 5 writing reports provide information on a student's ability to respond to a prompt measuring narrative writing. More information about the design of the MEA is available at www.maine.gov/education/mea/index.htm.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the Maine Educational Assessment.

Sincerely,

Susan A. Gendron
Commissioner of Education



School Report Grade 3

Test Date: March 2008
Code: 11751431
SAU: Westbrook School Department
School: Oxford-Cumberland Canal School

Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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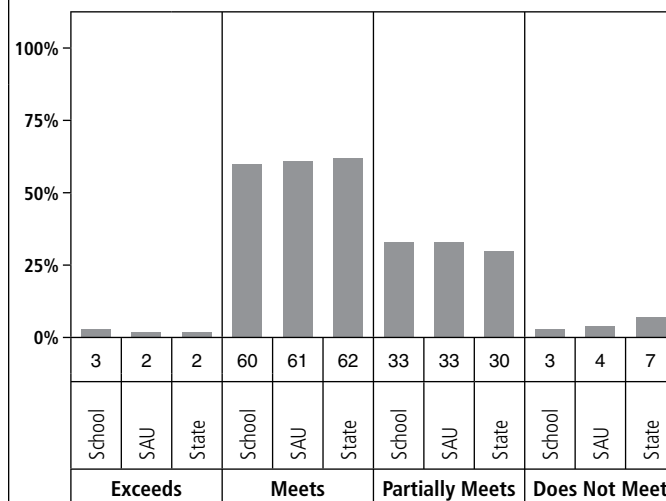
SUMMARY OF SCORES

Test Date: March 2008
Grade: 3
SAU: Westbrook School Department
School: Oxford-Cumberland Canal School

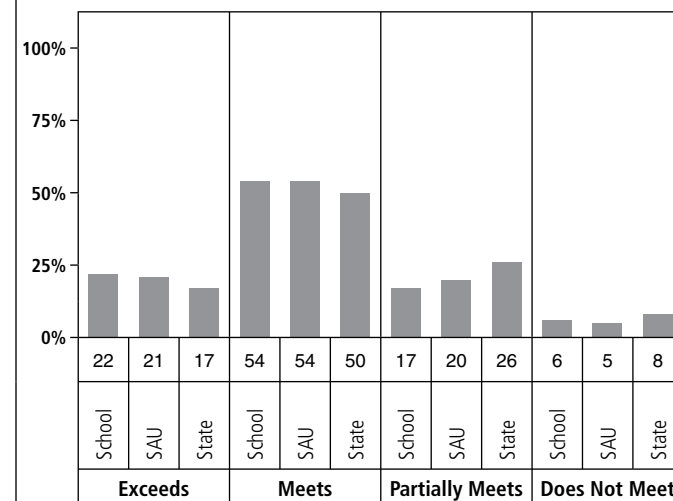
Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2005–2006	344	346	345
2006–2007	345	346	345
2007–2008	345	345	344
Cum. Avg. *	345	346	345
Mathematics			
2005–2006	347	348	344
2006–2007	350	349	347
2007–2008	350	350	347
Cum. Avg. *	349	349	346

ELA – READING



MATHEMATICS



*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2008
 Grade: 3
 SAU: Westbrook School Department
 School: Oxford-Cumberland Canal School

CATEGORY OF PARTICIPATION	Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																							
							ELA-Reading						Mathematics																	
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students	63	100	165	100	13803	100	63	100	163	99	13714	99	63	100	164	100	13710	99												
Ethnicity African American/Black	7	11	10	6	399	3	7	100	9	90	391	98	7	100	10	100	392	98												
American Indian or Native Alaskan	0	0	0	0	116	1	0	0	0	0	114	99	0	0	0	0	114	99												
Asian or Pacific Islander	4	6	4	2	210	2	4	100	4	100	205	98	4	100	4	100	206	98												
Hispanic	1	2	3	2	162	1	1	100	3	100	158	98	1	100	3	100	159	98												
Caucasian/White	51	81	148	90	12916	94	51	100	147	99	12846	100	51	100	147	100	12839	99												
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0												
Identified disability	14	22	34	21	2358	17	14	100	34	100	2333	99	14	100	34	100	2329	99												
Current LEP	8	13	12	7	371	3	8	100	10	83	357	96	8	100	11	100	361	98												
Economically disadvantaged	42	67	78	47	5584	40	42	100	77	99	5535	99	42	100	78	100	5530	99												
Migrant	0	0	0	0	5	0	0	0	0	0	5	100	0	0	0	0	5	100												

MODE OF PARTICIPATION ³	ELA-Reading						Mathematics																	
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	48	76	129	78	10650	77	48	76	129	78	10678	77												
Identified disability (PET/IEP)	6	13	10	8	475	4	6	13	10	8	479	4												
LEP	1	2	1	1	151	1	1	2	1	1	149	1												
504 plan	0	0	1	1	83	1	0	0	1	1	85	1												
Participation with accommodations	15	24	34	21	2936	21	15	24	35	21	2911	21												
Identified disability (PET/IEP)	8	53	24	71	1735	59	8	53	24	69	1729	59												
LEP	7	47	9	26	197	7	7	47	10	29	208	7												
504 plan	0	0	0	0	49	2	0	0	0	0	47	2												
Other	1	7	2	6	986	34	1	7	2	6	958	33												
Participation through alternate assessment (PAAP)	0	0	0	0	123	1	0	0	0	0	121	1												
Identified disability (PET/IEP)	0	0	0	0	123	100	0	0	0	0	121	100												
LEP	0	0	0	0	4	3	0	0	0	0	4	3												
504 plan	0	0	0	0	0	0	0	0	0	0	0	0												
Approved non-participation in reading – 1st year LEP	0	0	0	0	5	0																		
Approved non-participation – special consideration	0	0	0	0	9	0	0	0	1	1	12	0												
Non-participation – other	0	0	2	1	80	1	0	0	0	0	81	1												

¹ Percents are the percentage of students enrolled in each participation category.

² Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

³ Percents are the percentage of students in each content area by mode.

ELA–READING RESULTS

Test Date: March 2008
Grade: 3
SAU: Westbrook School Department
School: Oxford-Cumberland Canal School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 361–380)	2005-2006	1	1	7	4	352	3
	2006-2007	1	1	4	2	332	2
	2007-2008	2	3	4	2	227	2
	Cum. Total*	4	2	15	3	911	2
Meets the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (scaled score 341–360)	2005-2006	48	64	108	61	8641	62
	2006-2007	49	68	131	70	8691	63
	2007-2008	38	60	100	61	8403	62
	Cum. Total*	135	64	339	64	25735	62
Partially Meets the Standards – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (scaled score 331–340)	2005-2006	20	27	47	27	3671	27
	2006-2007	19	26	44	24	3781	27
	2007-2008	21	33	53	33	4018	30
	Cum. Total*	60	29	144	27	11470	28
Does Not Meet the Standards – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (scaled score 300–330)	2005-2006	6	8	15	8	1163	8
	2006-2007	3	4	8	4	1021	7
	2007-2008	2	3	6	4	938	7
	Cum. Total*	11	5	29	6	3122	8

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Total Reading Cluster	46	100	27.7	60.2	27.9	60.7	27.6	60.0
Literary Text	23	50	14.3	62.2	14.3	62.2	14.1	61.3
Informational Text	23	50	13.4	58.3	13.7	59.6	13.5	58.7

The Maine *Learning Results* reading cluster includes Content Standards A (Process of Reading), B (Literature and Culture), and D (Informational Texts). The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Passages include both long and short texts, selected from developmentally appropriate works. Items on the MEA measure Grade Level Expectations, based on Maine’s 1997 *Learning Results*, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

ELA-READING RESULTS

(CONTINUED)

Test Date: March 2008
 Grade: 3
 SAU: Westbrook School Department
 School: Oxford-Cumberland Canal School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	63	2	3	38	60	21	33	2	3	345	163	2	61	33	4	345	13586	2	62	30	7	344
Ethnicity																						
African American/Black	7	0	0	5	71	2	29	0	0	345	9	0	67	33	0	345	384	1	42	39	18	339
American Indian or Native Alaskan	0										0						113	2	50	42	5	343
Asian or Pacific Islander	4										4						203	1	60	31	8	344
Hispanic	1										3						158	1	52	36	11	342
Caucasian/White	51	2	4	30	59	17	33	2	4	345	147	3	61	33	4	345	12728	2	63	29	7	345
Not Reported	0										0						0					
Identified disability																						
Yes	14	0	0	5	36	7	50	2	14	338	34	0	35	56	9	339	2210	0	32	48	20	338
No	49	2	4	33	67	14	29	0	0	347	129	3	68	26	2	346	11376	2	68	26	4	346
Current LEP																						
Yes	8	0	0	6	75	2	25	0	0	345	10	0	70	30	0	344	348	1	36	45	19	339
No	55	2	4	32	58	19	35	2	4	345	153	3	61	33	4	345	13238	2	63	29	7	344
Economically disadvantaged																						
Yes	42	1	2	24	57	16	38	1	2	344	77	1	55	42	3	344	5450	1	49	39	11	341
No	21	1	5	14	67	5	24	1	5	346	86	3	67	24	5	346	8136	2	71	23	4	346
Migrant																						
Yes	0										0						5	0	80	20	0	343
No	63	2	3	38	60	21	33	2	3	345	163	2	61	33	4	345	13581	2	62	30	7	344
Gender																						
Female	35	1	3	21	60	11	31	2	6	344	81	4	64	27	5	345	6567	3	65	27	5	345
Male	28	1	4	17	61	10	36	0	0	346	82	1	59	38	2	344	7019	1	59	32	8	343
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	16	0	0	5	31	11	69	0	0	340	35	0	37	57	6	341	2004	0	37	49	14	339
No	47	2	4	33	70	10	21	2	4	346	128	3	68	26	3	346	11582	2	66	26	6	345
Gifted/talented program																						
Yes	0										0						125	11	87	2	0	355
No	63	2	3	38	60	21	33	2	3	345	163	2	61	33	4	345	13461	2	62	30	7	344

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

ELA–READING RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008
 Grade: 3
 SAU: Westbrook School Department
 School: Oxford-Cumberland Canal School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	5	0	0	0	0	2	67	1	33	331	3	0	0	80	20	333	6	0	43	39	18	340
B. less than one hour	90	2	4	35	63	18	32	1	2	345	93	3	63	31	4	345	79	2	65	28	5	345
C. one to two hours	5	0	0	3	100	0	0	0	0	351	4	0	83	17	0	348	12	2	60	31	7	344
D. more than two hours	0										0						3	0	32	44	24	338
How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?																						
A. The questions on the test match what I have learned in reading class.	26	0	0	11	69	4	25	1	6	345	27	5	59	32	5	346	29	3	62	28	7	345
B. They match some of what I have learned.	45	2	7	18	64	8	29	0	0	347	49	3	71	25	1	346	48	2	67	27	4	345
C. They match just a little of what I have learned.	23	0	0	7	50	6	43	1	7	341	19	0	52	38	10	342	15	1	56	34	9	343
D. There is no match.	6	0	0	2	50	2	50	0	0	341	5	0	25	75	0	338	8	0	44	40	16	340
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	47	2	7	18	62	8	28	1	3	347	39	5	63	28	3	346	42	3	67	24	6	346
B. good	47	0	0	18	62	10	34	1	3	343	49	1	66	29	4	344	46	1	62	32	5	344
C. fair	5	0	0	1	33	2	67	0	0	342	8	0	38	54	8	342	10	0	48	42	10	341
D. poor	2	0	0	1	100	0	0	0	0	342	3	0	40	60	0	343	2	0	30	43	28	336
How hard was the reading part of this test?																						
A. harder than my regular schoolwork	23	0	0	5	36	8	57	1	7	339	23	0	47	44	9	341	22	1	48	38	12	341
B. about the same as my regular schoolwork	63	2	5	27	71	9	24	0	0	347	65	3	66	29	2	346	57	2	68	26	4	346
C. easier than my regular schoolwork	13	0	0	5	63	2	25	1	13	346	13	5	63	26	5	347	21	1	61	30	8	344
How hard were the reading passages on this test?																						
A. Most of the passages were harder than what I normally read.	30	0	0	7	39	10	56	1	6	339	26	0	36	56	8	340	20	0	38	47	16	339
B. Most of the passages were about the same as what I normally read.	48	1	3	24	83	4	14	0	0	348	52	3	77	20	0	347	51	2	68	27	4	345
C. Most of the passages were easier than what I normally read.	22	1	8	6	46	5	38	1	8	345	22	6	55	30	9	345	29	3	69	23	6	346
How much time do you spend reading at home each day?																						
A. more than one hour	11	0	0	7	100	0	0	0	0	350	19	3	79	10	7	348	19	3	65	27	6	346
B. 20 minutes to an hour	65	1	3	24	60	14	35	1	3	345	42	3	65	31	2	346	47	2	68	25	5	346
C. less than 20 minutes	13	1	13	3	38	3	38	1	13	340	12	6	50	33	11	342	19	1	56	35	8	343
D. I rarely read at home.	11	0	0	4	57	3	43	0	0	345	27	0	50	48	2	343	14	0	47	40	12	341
How many pages do you read in school and to complete homework assignments?																						
A. five or fewer pages	22	1	8	8	62	4	31	0	0	345	22	3	56	35	6	343	28	1	56	33	9	343
B. six to ten pages	18	0	0	5	45	5	45	1	9	341	17	4	54	38	4	344	23	1	63	29	7	344
C. eleven or more pages	60	1	3	24	67	10	28	1	3	346	61	2	66	28	3	346	49	2	65	27	6	345
Optional school/SAU question																						
A.	100	0	0	0	0	1	100	0	0	336	50	0	33	67	0	340						
B.	0										0											
C.	0										17	0	100	0	0	348						
D.	0										33	0	50	50	0	340						

MATHEMATICS RESULTS

Test Date: March 2008
Grade: 3
SAU: Westbrook School Department
School: Oxford-Cumberland Canal School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (scaled score 361–380)	2005-2006	11	15	31	18	1295	9
	2006-2007	15	21	30	16	1985	14
	2007-2008	14	22	34	21	2277	17
	Cum. Total*	40	19	95	18	5557	13
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (scaled score 341–360)	2005-2006	38	51	90	51	6852	49
	2006-2007	37	51	110	58	6990	51
	2007-2008	34	54	88	54	6764	50
	Cum. Total*	109	52	288	54	20606	50
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (scaled score 325–340)	2005-2006	20	27	41	23	4081	29
	2006-2007	14	19	34	18	3673	27
	2007-2008	11	17	33	20	3504	26
	Cum. Total*	45	21	108	20	11258	27
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (scaled score 300–324)	2005-2006	6	8	15	8	1638	12
	2006-2007	7	10	15	8	1193	9
	2007-2008	4	6	9	5	1044	8
	Cum. Total*	17	8	39	7	3875	9

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Cluster 1: Numbers and Operations	15	31	9.7	64.7	10.0	66.7	9.2	61.3
Cluster 2: Shape and Size	14	29	10.3	73.6	10.2	72.9	10.0	71.4
Cluster 3: Mathematical Decision Making	5	10	3.1	62.0	3.2	64.0	3.2	64.0
Cluster 4: Patterns	14	29	10.2	72.9	9.8	70.0	9.0	64.3

- Cluster 1: Numbers and Operations**
A. Numbers and Number Sense
B. Computation
I. Discrete Mathematics (grades 3 and 4 only)
- Cluster 2: Shape and Size**
E. Geometry
F. Measurement
- Cluster 3: Mathematical Decision Making**
C. Data Analysis and Statistics
D. Probability
- Cluster 4: Patterns**
G. Patterns, Relations, and Functions
H. Algebra Concepts
K. Mathematical Communication

Each content standard in the clusters above is defined in Maine’s 1997 *Learning Results*, which are the basis for Grade Level Expectations. Each item on the MEA measures a grade level expectation, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

MATHEMATICS RESULTS

(CONTINUED)

Test Date: March 2008
 Grade: 3
 SAU: Westbrook School Department
 School: Oxford-Cumberland Canal School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	63	14	22	34	54	11	17	4	6	350	164	21	54	20	5	350	13589	17	50	26	8	347
Ethnicity																						
African American/Black	7	2	29	3	43	2	29	0	0	350	10	30	40	20	10	348	390	10	30	32	28	337
American Indian or Native Alaskan	0										0						113	7	45	38	10	342
Asian or Pacific Islander	4										4						204	18	48	25	9	347
Hispanic	1										3						159	6	50	31	13	342
Caucasian/White	51	12	24	28	55	7	14	4	8	351	147	21	54	20	5	350	12723	17	50	25	7	348
Not Reported	0										0						0					
Identified disability																						
Yes	14	1	7	5	36	4	29	4	29	339	34	9	38	38	15	341	2208	6	35	37	21	338
No	49	13	27	29	59	7	14	0	0	354	130	24	58	15	3	353	11381	19	53	24	5	349
Current LEP																						
Yes	8	1	13	4	50	3	38	0	0	349	11	18	45	27	9	349	357	8	29	37	26	336
No	55	13	24	30	55	8	15	4	7	350	153	21	54	20	5	350	13232	17	50	25	7	348
Economically disadvantaged																						
Yes	42	7	17	24	57	9	21	2	5	349	78	17	50	26	8	348	5452	9	45	33	12	343
No	21	7	33	10	48	2	10	2	10	352	86	24	57	15	3	352	8137	22	53	21	4	350
Migrant																						
Yes	0										0						5	0	40	40	20	337
No	63	14	22	34	54	11	17	4	6	350	164	21	54	20	5	350	13584	17	50	26	8	347
Gender																						
Female	35	6	17	21	60	5	14	3	9	348	81	16	59	17	7	348	6565	15	49	27	8	347
Male	28	8	29	13	46	6	21	1	4	353	83	25	48	23	4	352	7024	18	50	24	7	348
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	16	1	6	8	50	6	38	1	6	344	35	14	46	31	9	346	2004	5	39	41	15	339
No	47	13	28	26	55	5	11	3	6	352	129	22	56	17	5	351	11585	19	52	23	6	349
Gifted/talented program																						
Yes	0										0						125	70	30	0	0	366
No	63	14	22	34	54	11	17	4	6	350	164	21	54	20	5	350	13464	16	50	26	8	347

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

MATHEMATICS RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008
 Grade: 3
 SAU: Westbrook School Department
 School: Oxford-Cumberland Canal School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	5	0	0	1	33	0	0	2	67	328	3	0	20	40	40	330	6	9	40	33	18	340
B. less than one hour	90	13	23	30	54	11	20	2	4	352	93	22	55	18	5	351	79	18	52	24	6	348
C. one to two hours	5	0	0	3	100	0	0	0	0	345	4	17	67	17	0	349	12	16	48	27	8	347
D. more than two hours	0										0						3	7	26	37	29	335
How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?																						
A. The questions on the test match what I have learned in mathematics class.	41	9	36	10	40	5	20	1	4	351	39	29	54	12	5	352	37	22	50	22	6	350
B. They match some of what I have learned.	46	3	11	21	75	3	11	1	4	353	47	17	61	19	3	351	46	16	53	25	6	348
C. They match just a little of what I have learned.	10	1	17	3	50	2	33	0	0	347	11	18	47	29	6	346	12	9	44	36	11	342
D. There is no match.	3	0	0	0	0	0	0	2	100	317	3	0	20	40	40	332	5	5	32	36	27	336
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	30	7	41	9	53	0	0	1	6	354	32	36	51	6	6	354	39	25	48	20	7	350
B. good	50	3	11	15	54	8	29	2	7	347	49	14	61	21	4	350	46	14	52	27	7	347
C. fair	16	2	22	5	56	1	11	1	11	351	14	14	52	29	5	347	12	8	49	35	9	343
D. poor	4	0	0	1	50	1	50	0	0	341	5	14	29	57	0	345	3	2	34	36	29	335
How hard was the mathematics part of this test?																						
A. harder than my regular schoolwork	15	0	0	4	44	3	33	2	22	338	14	9	41	41	9	343	17	7	41	35	17	340
B. about the same as my regular schoolwork	74	13	28	25	54	8	17	0	0	354	72	25	58	15	2	353	59	18	53	24	5	349
C. easier than my regular schoolwork	11	0	0	5	71	0	0	2	29	342	14	10	57	14	19	346	25	21	49	23	8	349
How often do you use hands-on materials in mathematics class?																						
A. almost every day	45	9	32	12	43	4	14	3	11	351	41	17	56	17	10	348	32	13	47	30	10	345
B. two or three days a week	40	4	16	18	72	2	8	1	4	351	43	27	56	14	3	354	30	20	52	23	5	349
C. two or three times each month	8	0	0	2	40	3	60	0	0	341	9	14	50	36	0	347	19	20	53	21	6	350
D. never or almost never	6	0	0	2	50	2	50	0	0	346	7	9	55	36	0	346	18	16	50	27	8	347
How often do you use calculators in mathematics class?																						
A. almost every day	5	0	0	1	33	1	33	1	33	338	3	20	20	40	20	340	7	5	34	40	20	338
B. two or three days a week	34	5	24	11	52	5	24	0	0	351	27	20	54	24	2	350	18	15	50	27	8	346
C. two or three times each month	31	5	26	10	53	3	16	1	5	351	35	31	50	15	4	354	28	21	53	21	4	350
D. never or almost never	31	3	16	12	63	2	11	2	11	349	35	11	64	17	8	348	47	17	50	25	7	347
On average, how many minutes a day do you spend working on mathematics in class?																						
A. less than 30 minutes	18	0	0	9	82	2	18	0	0	349	8	8	69	23	0	351	16	8	42	36	13	342
B. 30–45 minutes	27	3	18	10	59	3	18	1	6	349	14	19	57	14	10	349	30	14	53	26	7	347
C. 45–60 minutes	19	2	17	6	50	4	33	0	0	349	15	17	52	30	0	351	32	22	51	22	5	350
D. more than 60 minutes	35	8	36	9	41	2	9	3	14	352	63	24	53	17	6	351	22	20	49	23	7	349
Optional school/SAU question																						
A.	100	0	0	0	0	1	100	0	0	340	50	33	33	33	0	359						
B.	0										0											
C.	0										17	0	100	0	0	348						
D.	0										33	0	0	100	0	335						